

Centerville Elementary
1529 Whitehall Road
Anderson, South Carolina 29625

Grades	K-5 Elementary School	
Enrollment	631 Students	
Principal	Judy M. Faulkenberry	864-260-5100
Superintendent	Betty T. Bagley	864-260-5000
Board Chair	Dr. William Mack Burriss	864-224-6384

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

EXCELLENT

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
9	51	27	1	0

IMPROVEMENT RATING

EXCELLENT

The school's Improvement rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students.

ADEQUATE YEARLY PROGRESS

YES

This school met 21 out of 21 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	Good	Unsatisfactory	N/A
2003	Good	Unsatisfactory	No
2004	Excellent	Below Average	Yes
2005	Excellent	Excellent	Yes

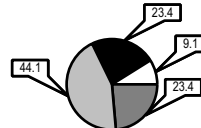
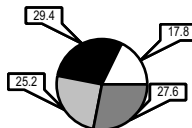
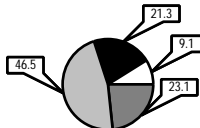
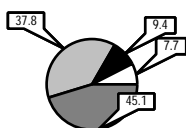
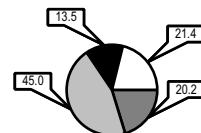
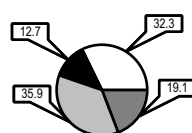
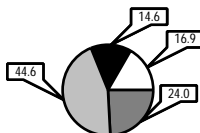
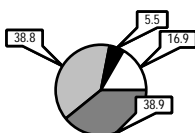
DEFINITIONS OF SCHOOL RATING TERMS

- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

98.5%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	311	99.7	7.7	37.8	45.1	9.4	58.4	Yes	Yes
Gender									
Male	160	99.4	11.8	43.8	37.5	6.9	50.0		
Female	151	100.0	3.5	31.7	52.8	12.0	66.9		
Racial/Ethnic Group									
White	217	99.5	6.9	32.4	48.0	12.7	64.2	Yes	Yes
African American	85	100.0	8.1	54.1	37.8	0.0	43.2	Yes	Yes
Asian/Pacific Islander	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	6	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	234	99.6	3.7	34.6	49.8	12.0	70.0		
Disabled	77	100.0	20.3	47.8	30.4	1.4	21.7	Yes	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	311	99.7	7.7	37.8	45.1	9.4	58.4		
English Proficiency									
Limited English Proficient	7	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	304	99.7	7.1	37.9	45.4	9.6	58.9		
Socio-Economic Status									
Subsidized meals	121	99.2	11.3	50.0	36.8	1.9	40.6	Yes	Yes
Full-pay meals	190	100.0	5.6	30.6	50.0	13.9	68.9		

Mathematics – State Performance Objective = 36.7%									
All Students	311	99.7	9.1	46.5	23.1	21.3	62.6	Yes	Yes
Gender									
Male	160	99.4	10.4	50.0	22.9	16.7	55.6		
Female	151	100.0	7.7	43.0	23.2	26.1	69.7		
Racial/Ethnic Group									
White	217	99.5	8.3	39.2	26.5	26.0	71.1	Yes	Yes
African American	85	100.0	12.2	63.5	14.9	9.5	39.2	Yes	Yes
Asian/Pacific Islander	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	6	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	234	99.6	4.6	41.0	26.7	27.6	74.2		
Disabled	77	100.0	23.2	63.8	11.6	1.4	26.1	Yes	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	311	99.7	9.1	46.5	23.1	21.3	62.6		
English Proficiency									
Limited English Proficient	7	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	304	99.7	9.3	45.7	23.2	21.8	63.2		
Socio-Economic Status									
Subsidized meals	121	99.2	13.2	62.3	16.0	8.5	43.4	Yes	Yes
Full-pay meals	190	100.0	6.7	37.2	27.2	28.9	73.9		

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	311	99.7	17.8	25.2	27.6	29.4	57.0
Gender							
Male	160	99.4	22.9	25.7	24.3	27.1	51.4
Female	151	100.0	12.7	24.6	31.0	31.7	62.7
Racial/Ethnic Group							
White	217	99.5	11.8	24.0	30.4	33.8	64.2
African American	85	100.0	35.1	25.7	21.6	17.6	39.2
Asian/Pacific Islander	3	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	6	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	234	99.6	8.8	22.1	32.7	36.4	69.1
Disabled	77	100.0	46.4	34.8	11.6	7.2	18.8
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	311	99.7	17.8	25.2	27.6	29.4	57.0
English Proficiency							
Limited English Proficient	7	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	304	99.7	17.9	24.6	27.5	30.0	57.5
Socio-Economic Status							
Subsidized meals	121	99.2	27.4	34.0	23.6	15.1	38.7
Full-pay meals	190	100.0	12.2	20.0	30.0	37.8	67.8

Social Studies							
All Students	311	99.7	9.1	44.1	23.4	23.4	46.9
Gender							
Male	160	99.4	9.7	45.1	23.6	21.5	45.1
Female	151	100.0	8.5	43.0	23.2	25.4	48.6
Racial/Ethnic Group							
White	217	99.5	7.8	36.8	25.5	29.9	55.4
African American	85	100.0	13.5	60.8	18.9	6.8	25.7
Asian/Pacific Islander	3	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	6	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	234	99.6	4.1	41.9	25.8	28.1	53.9
Disabled	77	100.0	24.6	50.7	15.9	8.7	24.6
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	311	99.7	9.1	44.1	23.4	23.4	46.9
English Proficiency							
Limited English Proficient	7	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	304	99.7	9.3	42.9	23.9	23.9	47.9
Socio-Economic Status							
Subsidized meals	121	99.2	12.3	66.0	16.0	5.7	21.7
Full-pay meals	190	100.0	7.2	31.1	27.8	33.9	61.7

Abbreviations for Missing Data

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PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2004	3	112	100.0	12.8	30.3	45.0	11.9	56.9
	4	100	100.0	9.2	48.0	39.8	3.1	42.9
	5	117	99.2	5.2	50.9	39.7	4.3	44.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	97	100.0	3.3	17.6	64.8	14.3	79.1
	4	111	100.0	9.2	44.9	37.8	8.2	45.9
	5	103	99.0	8.7	48.9	35.9	6.5	42.4
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2004	3	112	100.0	9.2	56.0	20.2	14.7	34.9
	4	100	100.0	11.2	50.0	21.4	17.3	38.8
	5	117	100.0	4.3	39.3	29.9	26.5	56.4
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	97	100.0	5.5	53.8	23.1	17.6	40.7
	4	111	100.0	16.3	40.8	26.5	16.3	42.9
	5	103	99.0	5.4	43.5	19.6	31.5	51.1
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	97	100.0	11.0	30.8	35.2	23.1	58.2
	4	111	100.0	22.4	25.5	26.5	25.5	52.0
	5	103	99.0	18.5	18.5	22.8	40.2	63.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	97	100.0	3.3	36.3	29.7	30.8	60.4
	4	111	100.0	9.2	48.0	23.5	19.4	42.9
	5	103	99.0	15.2	44.6	18.5	21.7	40.2
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 631)				
First graders who attended full-day kindergarten	92.9%	Up from 91.5%	100.0%	100.0%
Retention rate	3.1%	Up from 2.7%	2.6%	3.0%
Attendance rate	96.9%	No change	96.4%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	11.9%	Up from 9.2%	3.3%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	9.0%	Up from 6.4%	2.8%	3.2%
Eligible for gifted and talented	14.6%	Down from 14.8%	18.6%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	13.5%	Up from 11.5%	7.9%	8.2%
Older than usual for grade	0.8%	Down from 1.3%	0.8%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n= 48)				
Teachers with advanced degrees	31.3%	Up from 29.5%	52.8%	52.6%
Continuing contract teachers	72.9%	Down from 88.6%	84.6%	83.3%
Highly qualified teachers	95.5%	Up from 94.9%	93.8%	93.5%
Teachers with emergency or provisional certificates	0.0%	Down from 2.4%	0.0%	0.0%
Teachers returning from previous year	85.9%	Up from 79.5%	89.4%	87.0%
Teacher attendance rate	94.7%	Down from 96.3%	94.9%	95.0%
Average teacher salary	\$40,921	Up 2.3%	\$42,424	\$41,703
Prof. development days/teacher	11.2 days	Down from 20.4 days	12.7 days	12.8 days
School				
Principal's years at school	0.1	Down from 12.0	5.0	4.0
Student-teacher ratio in core subjects	15.0 to 1	Down from 16.3 to 1	19.3 to 1	18.8 to 1
Prime instructional time	90.7%	Down from 92.6%	90.0%	89.8%
Dollars spent per pupil*	\$5,941	Up 2.1%	\$5,881	\$6,242
Percent of expenditures for teacher salaries*	62.6%	Down from 67.4%	66.9%	65.8%
Opportunities in the arts	Excellent	Up from Good	Good	Good
Parents attending conferences	99.4%	Up from 98.9%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Excellent	Up from Good	Excellent	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools	91.4%		89.4%	
Highly qualified teachers in high poverty schools	95.4%		90.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Centerville Elementary has had a great year! For the past several years, Centerville has shown a steady gain in student achievement. Our state report card rating was Excellent last year, indicating that the school performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal. The SC Education Oversight Committee has recognized Centerville for the last two years as a school that is "Closing the Gap" between the performance of students who are economically advantaged and those who are economically disadvantaged.

Centerville Elementary School is an accredited school with the Southern Association of Colleges and Schools, with the strongest of commitments to providing a high quality educational program. Our students benefit from a strong academic program that includes rigorous academic standards. We make instructional decisions based on research and function as a team that works, plans, and evaluates results as we seek to continuously improve learning. Centerville's Academic Team (CAT) is an integral part of promoting student achievement. The team members are the principal, assistant principal, school counselors, computer facilitator, instructional facilitator, and science specialist. The team meets bi-weekly to monitor and adjust instructional plans in all academic areas. Using test data, at-risk subgroups are identified and plans are developed to address student needs. Students are provided tutors and mentors to encourage higher academic performance. Weekly cumulative math tests are given to maintain critical skills based on standards. Benchmark tests and quarterly science and reading comprehension tests are administered. Accelerated Reader goals are set each nine weeks. A strong emphasis has been placed on writing across the curriculum.

During the 2004-2005 year, teachers wrote and received funding for various grants. Two grants from the South Carolina Science Council provided funding for a 4th grade class and a kindergarten class. The 4th graders were provided with an integrated science and social studies unit on the Hunley submarine. The kindergarten classes were provided with a classroom science center that incorporates hands-on activities aimed at enhancing the State science standards. Centerville Elementary piloted an in-house Gifted and Talented Program this year. Our students participated in Odyssey of the Mind, Math Olympiads, Invention Convention and Lego Robotics State competitions. Centerville placed FIRST in the State Odyssey of the Mind event.

Centerville Elementary has been named one of the finalists for the Schools of Distinction Award. We are among the top three elementary schools nationwide in the Science Achievement category. The Schools of Distinction awards program honors schools for implementing innovative and replicable programs that support positive educational outcomes. Its aim is to highlight the effective use of technology, the benefits of strong math and science programs, and the development of excellent classroom teachers.

Centerville's PTA continues to be a vibrant force in making our school a better place for all. Through the efforts of capable students, an excellent faculty and staff, committed and involved parents, and the support of the community, Centerville Elementary School is a great place to work and learn. Thanks to everyone for our success! We encourage you to visit our Web site, Centerville@anderson5.net.

Judy M. Faulkenberry, Principal
Kelly Sutton, SIC Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	46	93	46
Percent satisfied with learning environment	95.7%	90.2%	86.4%
Percent satisfied with social and physical environment	97.8%	87.9%	87.0%
Percent satisfied with school-home relations	91.1%	91.2%	79.5%

*Only students at the highest elementary school grade level at this school and their parents were included.